

Sunday System LPL[®]

Sample Lesson Plans

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Let's Play Learn® – Introduction

Let's Play Learn® is a program for developing readiness skills for children before they enter the first grade. It focuses on the developmental continuum and prepares preschoolers and kindergarten children to learn to read, write and work with numbers. It is a structured, systematic program that provides multi-sensory practice and interactive opportunities for learning. This system translates the five components of successful reading programs recommended by the National Reading Panel. These components are:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Let's Play Learn® is designed to be used in a variety of settings for children from 3 years old through kindergarten. Grouping is easily implemented since groups can work at different levels within the program. In a Response to Intervention model (RTI), children in Tiers 1, 2 and 3 may be working at different levels to accommodate the pace with which they can master the material. This is manageable because the learning plans are complete, concise, and easy to deliver.

The program consists of 112 levels of instruction that build and strengthen a child's ability to speak, listen, read, write, count, and think. Each level provides activities for:

- Whole Group – Review
- Teacher Workstation – Introduce New Materials
- Student Workstations – Independent Practice

Whole Group activities may be practiced throughout the day rather than consecutively. While teachers work with a small instructional group, other students can be involved at Student Workstations. Activities for the Student Workstations may be used as independent practice, paired practice, or small group guided practice. Four Student Workstations could involve Alphabet/Pre-Reading, Shapes/Colors, Numbers/Counting, and Pre-Writing/Writing. Phonological/phonemic awareness activities are practiced at every station.



This logo, found in the Student Workstations section of every level, references a list of Optional Activities to be used to supplement the list in the Student Workstations.

After every tenth level there is a Mastery Check for Progress that lists skills that should be learned before moving to the next Level plus guidelines for moving ahead. Progress will depend on the number of contact hours per week, the size of the group, the age of the children, language proficiency and other variables.

There is strong evidence that early childhood experience influences the development of the brain's architecture. Children who know the alphabet when entering first grade are the most likely to be successful learners of reading and spelling in the first and second grades. A child's ability to "read" the names of shapes, colors, letters and numbers quickly, Rapid Automatic Naming (RAN), is another strong predictor. Starting instruction early and providing appropriate learning experiences paves the road to success.

Setting	Pace	Duration
Full-day kindergarten	1 level each day	Six or seven months
Half-day kindergarten	1 level may take two days	Whole academic year
4-year-olds	1-2 levels each week	More than one academic year
3-year-olds	1 level each week	
English Language Learners	Varies with age and language proficiency	Varies with age, language proficiency, contact hours.

Whole Group Time – Review

LEVEL 1

Calendar Activity

- Begin each day with the calendar activity that incorporates numbers and counting, days and months, sequencing and relationships, observation and weather, vocabulary, speaking, thinking and social interaction.

Alphabet Song

- Listen to the *Alphabet Song*, Track 2, on the *Music File*.
- Encourage students to bounce or step to the beat of the music and to sing along as the song becomes familiar.

Note: Memorizing the names and the sequence of letters will provide a base for building alphabet knowledge.

Sounds Around Us Song

- Listen to *Sounds Around Us*, Track 3, on the *Music File*.
- Ask the children to tell you what makes each sound that you hear.

Name Environmental Sounds

- Have the children close their eyes, listen, identify and name sounds. Some of the sounds may be those created by the listener such as breathing, swallowing or yawning.

- Create sounds:

close a door	drop a book
clap hands	drop a pencil
whisper	yell
close a book	write on a chalkboard
tear paper	sneeze
slap the table top	imitate animal sounds
cut with a scissors	whistle

Read Aloud

- Read, read, read to children. Begin with easy books with few words on a page.
- When reading aloud, have a child open the book, right side up, and turn to the first page. This demonstrates print awareness and how a book is handled and read.
- Read the story slowly, clearly and with expression.
- Follow the line of print with a finger or marker so the children understand that the reader connects print and talk, reads from left to right.
- Talk about the pictures, point to characters or objects, and ask questions.
- Let a child turn the pages.

Note: Teach children how to handle books and how books work.

Gather children two or three times a day to read aloud from storybooks, nursery rhymes, poetry, riddles, alphabet books, fables, biographies, or books about science, social studies, music, sports, history or any topic that will broaden the base of knowledge.

Teacher Workstation – Introduce New Material LEVEL 1

Say the Alphabet

- Say the letters **A B C D** and ask the children to say those letter names.
- When the students are comfortable with the first four letters, add **E**.
- Always go back to **A** and start the sequence again.
- Add **F G**, etc., one at a time, as the students are ready.

Note: Alternate singing A-G and saying A-G to cement the sequence in place.

Name Letters

- Using the upper case alphabet inside the front cover of the *Alphabet Book*, have children read the alphabet together while one child points to each letter.
- Name and point to the letters from **A to G**.

Note: Pointing to the object at the same time that it is named is called one-to-one correspondence. Number and letter concepts are learned earlier if naming and pointing are coordinated.

Early childhood experiences influence development of the brain’s architecture.

Student Workstations – Independent Practice



M-monitored activity P-paired activity I-individual activity

Alphabet Song (P/I)

- Listen to the *Alphabet Song*, Track 2, on the *Music File*.

Pre-Writing Tools (I)

- Encourage scribbling with crayons, markers, or paint on plain paper.
- Color a picture on page 1, *Activity Book 1*.
- Ask the children to draw a dog or an apple, but don’t expect anything recognizable if the child is very young.

Sounds Around Us Song (M)

- Listen to *Sounds Around Us*, Track 3, on the *Music File*.
- Ask the children to tell you what makes each sound that you hear.

Name Environmental Sounds (M)

- Have the children close their eyes, then listen to, identify, and name sounds. Some of the sounds may be those created by the listener such as breathing, swallowing or yawning.
- Create sounds:

close a door	drop a book
clap hands	drop a pencil
whisper	yell
close a book	write on a chalkboard
tear paper	sneeze
slap the table top	imitate animal sounds
cut with a scissors	whistle

Optional Activities for Student Workstations – Levels 1-10

Children in any classroom demonstrate a range of skills. The difficulty level of the following activities may be increased or decreased to challenge but not overwhelm children. All Paired or Individual Activities should be reviewed so children feel successful and competent.

Additional Materials Needed: Jigsaw puzzles, board games, pictures to color, drawing paper, crayons, markers.

Paired Activities:

Jigsaw puzzles

- Assemble jigsaw puzzles with 20 or fewer pieces.

Note: *Puzzles require planning, build visual discrimination, and develop fine motor control by using the pincher or writing fingers.*

Board Games

- Play Chutes and Ladders, Hi-Ho Cherry-O, Candy Land, Sorry, Uno, Lite Brite, Operation.

Note: *Games require counting, one-to-one correspondence, number concepts, taking turns, social interaction, language and vocabulary, perseverance, and focused attention. Games that involve pegs, tongs, basters or eye droppers also strengthen the pincher fingers and help develop the pencil grip.*

Paired or Individual Activities:

Listen to the [Music File](#) (Media Kit).

Sort Shapes using

- [Shape Sorter](#)
- [Shape Cutouts](#)

Individual Activities:

Color Pictures

Note: *Coloring pictures requires planning, visual discrimination, and fine motor control when the pincher or writing fingers are involved.*

Draw a picture

- Draw a picture on plain paper with crayons, markers or paint.

SEE
MORE
ACTIVITIES

Mastery Check – Level 10

Mastery Checks for progress will occur **after** every tenth level. The Mastery Check list will help determine whether to:

- move ahead
- continue to practice at this level
- return to a previous level
- restructure groups
- make other instructional decisions

Administer the Mastery Check to the instructional group. If one student misses an activity, put a mark under Needs Instruction. The second column below shows a level where this activity may be found. This form may be completed for each child or for each group.

Mastery Check after Level 10	Find activity at Level	Possesses Skill	Needs Instruction
Sing the alphabet without Music File	10		
Say the alphabet	10		
Recognize/name letters of the alphabet	10		
Recognize letters in random order	10		
Recognize/name 6 environmental sounds	4		
Clap rhythm to 4 claps	9		
Sing Beginning Sounds Song with Music File	8		
Segment – Beginning Sound	8		
Sing Colors Song 1 without Music File	2		
Sing Colors Song 2 with Music File	10		
Recognize/name 4 colors	9		
Sing Counting Song 1-10 with Music File	10		
Count 1-5	6		
Count objects 1-5	6		
Answer picture comprehension questions	10		
Follow simple directions	All		
Play easy board games	10		
Trace letters A-G	10		
Manage writing tools	All		

If children miss:

- 1 or 2 items Move on to Level 11
Enter the missed items in the Mastery Check after Level 20
- 3 items Repeat Levels 9-10 and reconsider this checklist
- 4 items Repeat Levels 8-10
- 5 items Repeat Levels 7-10

If the classroom is organized using a Response to Intervention model (RTI), and one child is noticeably ahead or behind the rest in the group, consider placing that child in another group where the pacing is more appropriate.

Whole Group Time – Review

LEVEL 60

Calendar Activity

- Begin each day with the calendar activity that incorporates numbers and counting, days and months, sequencing and relationships, observation and weather, vocabulary, speaking, thinking and social interaction.

Read Numbers

- Using the *Numbers 5* poster, have the children read together across the rows.
- Call on 4 children and ask each to read a row.

Blend – Two Sounds

- Say, “Can you make a word out of /m/.../ee/?” Pause between the sounds.
- Say, “Can you make a word out of /s/.../ay/?”

sh...e	s...ay	w...e	m...ay
l...ie	m...y	p...ay	t...ie
m...e	c...ow	s...ee	n...o

- This is a listening activity. No print is involved.

Note: *Beginning readers will need to blend sounds together to read an unknown word. Developing blending ability before introducing sounds represented by print will speed the reading process.*

Match Sounds

- Say, “Tell me which word **ends** with this sound, /m/.” Children repeat the sound.
- Say the words. Children select.

<u>Teacher says</u>	<u>Children say</u>	<u>Say</u>	<u>Children say</u>
/m/	/m/	fish come late	come
/d/	/d/	dad bell shop	dad
/g/	/g/	hill hard tug	tug
/k/	/k/	pink drop shell	pink
/v/	/v/	top live ten	live

- This is a listening activity. No print is involved.

Sound Cards

- Using the *Sound Cards* as flashcards, show the cards one at a time.
- Ask the children to read the name of each.
- Mix them and do it again.

Note: *Repeated practice builds automatic retrieval and responses.*

Read Aloud

- Have a child open a poetry book, point to and name the cover, title, author, and illustrator, and turn to the first page.
- Read a poem, discuss the pictures or characters, ask comprehension questions, and discuss unknown words.
- Read the poem again.
- Repeat with another poem.

Teacher Workstation – Introduce New Material LEVEL 60

Read Letter Names

- Using the *Letters 9* poster or page 15 in the *Name Strings Book*, have the children read lower case letters together.
- Call on 3 children and ask each to read 1 row.

Note: Repeated practice cements learning into long term memory.

Name Numbers

- Using the number grid, page 1, *Activity Book 3*, have the children point to the numbers in sequence and name them, 1-100.

Student Workstations – Independent Practice



M-monitored activity P-paired activity I-individual activity

Read Numbers (M/P)

- Using the *Numbers 4* poster or page 8 in the *Name Strings Book*, have children read together across the rows.
- Call on 3 children and ask each to read 1 row.

Arrange Letters (P/I)

- Using lower case *Plastic Letters* in sequence or at random, point to letters and ask the children to name the letters.
- Have the children handle the *Plastic Letters*, trace the outline and the surface, feel the letter form and strengthen motor memory.
- Arrange the letters in alphabetic order.

Print Alphabet (I)

- Have the children print the alphabet in upper case letters on elementary lined paper.
- Have each child print his or her name.

Letter Basket – Lower Case Letter Names (M/P)

- In the basket, place the *Sound Cards* that the children recognize by name.
- Ask the children to pick one and name of the letter.

Delete – Beginning Sound (M)

- Say the following words and ask the children to delete the **first** sound.
- Say “**fan**.” Children repeat. “Say it again but don’t say /f/.” (an)

<u>Teacher says</u>	<u>Say it again but don't say</u>	<u>Student response</u>
bad	/b/	add
sat	/s/	at
ball	/b/	all
fan	f/	an
fall	/f/	all
can	/k/	an
pat	/p/	at
tar	/t/	are

- This is a listening activity. No print is involved.

Note: Sound puzzles are fun and develop language skills which are vitally important for academic success.

Read Shapes (M/P)

- Using *Shapes 6* poster or page 6 in the *Name Strings Book*, have the children read together across the rows.
- Call on 3 children and ask each to read 1 row.

Game (P)

- Play **Go Fish** using lower case *Letter Cards a-j*.

Optional Activities for Student Workstations – Levels 51-60

Children in any classroom demonstrate a range of skills. The difficulty level of the following activities may be increased or decreased to challenge but not overwhelm children. All Paired or Individual Activities should be reviewed so children feel successful and competent.

Additional Materials Needed: Board games, playing cards, pictures to color, connect-the-dots pictures, crayons, markers.

Paired Activities:

Board Games

Games

- Play **Go Fish** using 10 pairs of *Number Cards*.
- Play **Go Fish** using 10 pairs of **lower case** *Letter Cards*.
- Play **Memory** using 10 pairs of *Number Cards*.

Paired or Individual Activities:

Trace

- **Upper case** letters A-Z on the *Letter Tactile Cards*.
- Numbers 1-9 on the *Number Tactile Cards*.

Patterns

- Create a pattern line using *Shape Cutouts*. Take turns reading the pattern line.

Listen to the *Music File*.

Arrange

- Organize, name and sequence letters using **upper case** *Plastic Letters* or *Game Cards*.
- Organize, name and sequence numbers using *Plastic Numbers* or *Game Cards*.

Match Letters

- Extend the **upper case** *Alphabet Strip* and place matching **upper case** *Plastic Letters* below letters on the *Alphabet Strip*.

Sort Playing Cards

- With the royalty (king, queen, jack) removed, sort cards by number, 2-10.

Sort Shapes

- Sort *Shape Cutouts* for circles, squares, triangles and rectangles into stacks of **small**, **medium** and **large** shapes.

Individual Activities:

Color Pictures

Connect-the-dots

- Complete pictures labeled with dots that have number or letter markers. Color the pictures.

Note: *This activity strengthens number and alphabetic sequencing and reinforces correct pencil position.*

Mastery Check – Level 60

Mastery Checks for progress will occur **after** every tenth level. The Mastery Check list will help determine whether to:

- move ahead
- continue to practice at this level
- return to a previous level
- restructure groups
- make other instructional decisions

Administer the Mastery Check to the instructional group. If one student misses an activity, put a mark under Needs Instruction. The second column below shows a level where this activity may be found. This form may be completed for each child or for each group.

Mastery Check after Level 60	Find activity at Level	Possesses Skill	Needs Instruction
Blend – Syllables	53		
– Sounds	59		
Segment – Syllables	59		
Delete – Beginning sound	60		
Fluency – Read colors	58		
– Read shapes	54		
– Read upper case letter names	60		
Match sounds	60		
Count 1-50	59		
Count – Reverse	58		
Count – Alternate	55		
Answer picture comprehension questions	All		
Answer listening comprehension questions	All		
Print alphabet in upper case letters	60		
Recognize/name 20 lower case letters	60		
Recite 4 nursery rhymes	50, 51, 53, 56		
Alphabet Blanks	57		

If children miss:

- 1 or 2 items Move on to Level 61
Enter the missed items in the Mastery Check after Level 70
- 3 items Repeat Levels 59-60 and reconsider this checklist
- 4 items Repeat Levels 58-60
- 5 items Repeat Levels 57-60

If the classroom is organized using a Response to Intervention model (RTI), and one child is noticeably ahead or behind the rest in the group, consider placing that child in another group where the pacing is more appropriate.

Whole Group Time – Review

LEVEL 112

Calendar Activity

- Begin each day with the calendar activity that incorporates numbers and counting, days and months, sequencing and relationships, observation and weather, vocabulary, speaking, thinking and social interaction.

Find Words – Beginning Sound

- Say, “Who can think of a word that **begins** with /g/?”
- If children cannot think of words, say the words in the Word Bank below, one at a time. Children repeat.
- Say, “Now, can you tell me a word that **starts** with /g/?”
- Use the same line of questioning for /y/ and (short) /a/.

Word Bank

/g/ give, garbage, garage, garden, goose, gobble, grease, glad, grade, graph, greet
 /y/ yarn, yolk, yo-yo, yard, year, yogurt, yes, yellow, yardstick, yesterday, you
 /a/ apple, alligator, add, act, ashes, antelope, appetite, ankle, ax, ant

- This is a phonological/phonemic awareness activity. No print is involved.

Chunking

- Using the *Chunking 5* poster, have the children read the lower case letters together, dropping their voices for a period. Use hand signals for changes of tone.
- Repeat each set 3 times.
- Call on 3 children and ask each to read 1 row.

Note: *Chunking (reading by phrases) is a strategy for building reading fluency and comprehension. Pre-readers can practice chunking using the alphabet to practice punctuation signals before they are ready to read text.*

Read Numbers

- Using the *Numbers 8* poster, have the children read together across the rows.
- Call on 4 children and ask each to read 1 row.

Match Sounds – Ending

- Say, “Tell me which word **ends** with this sound, /k/.” Children repeat the sound.
- Say the words. Children select.

Teacher says	Children say	Teacher says	Children say
/k/	/k/	sad sip slid sick	sick
/s/	/s/	slap class mask shell	class
/m/	/m/	nest hum make north	hum
/t/	/t/	top tip tell flat	flat
/p/	/p/	pig part shop pen	shop
/l/	/l/	fill lap like less	fill
/sh/	/sh/	shop wish shall shirt	wish

- This is a listening activity. No print is involved.

Count by Fives

- Count together from 5-100, two times.

Read Aloud

- Have a child open the book, point to and name the cover, title, author, and illustrator, and turn to the first page.
- Read the book, pausing to discuss the pictures or characters, ask comprehension questions, and discuss unknown words.
- Ask factual and predictive questions. Examples of predictive questions:
 Who will give the dog a bath?
 What do you think will happen next?

Teacher Workstation – Introduce New Material LEVEL 112

Read Sounds

- Review *Sound Cards 1-26*.
- Children read the sound of each card aloud.
- Go through the cards rapidly. The goal is to have automatic responses.

Spell Sounds

- Dictate the following sounds, one at a time.
- Children **listen**, **repeat** the sound, and **write** the sound on paper or in a sand tray.
y a d o e u m x i f

Write Numbers

- Have children say and write the numbers 1-100 on the blank grid, page 62, *Activity Book 4*.

Student Workstations – Independent Practice



M-monitored activity P-paired activity I-individual activity

Nursery Rhyme – Cloze (M)

- Say the nursery rhyme together.
- Repeat twice, having the children fill in the last word.

Wee Willie Winkie

Wee Willie _____ (Winkie)	Rapping at the _____, (windows)
Runs through the _____. (town)	Crying through the _____, (lock)
Upstairs and _____, (downstairs)	“Are the children all in _____ ? (bed)
In his _____. (nightgown)	For it’s now eight _____.” (o’clock)

- Say the rhyme together one more time.

Vowels and Consonants (M/P)

- Say the vowels together. Ask each child to name the vowels, a e i o u.
- Ask each child to point to a consonant and name it.

Blend – Four Sounds (M)

- Say, “Can you make a word out of /s/.../m/.../a/.../sh/?”

s...w...ee...t	p...l...a...te	m...igh...t...y	p...e...s...t	f...l...a...p
c...ar...t...s	d...u...ck...s	l...u...m...p	l...a...s...t	s...l...e...d
b...e...s...t	s...t...ar...t	s...n...ea...k	s...p...e...ll	s...l...i...m

- This is a listening activity. No print is involved.

Chunking (M)

- Using the *Chunking 8* poster or page 27 in *Name Strings Book*, have the children read together the mixed case letters, dropping their voices for a period, raising their voices for a question mark and emphasizing the exclamation point. Use hand signals for changes of tone.
- Repeat each set 3 times.
- Call on 3 children and ask each to read 1 row.

Scrapbook of Sounds (I)

- Supply magazines, catalogs or newspapers and have children find items that begin with /z/.
- Paste the pictures on a page with the letters Zz printed at the top. Talk about the pictures and beginning sounds.
- Place the pages in a 3-ring binder scrapbook.

Optional Activities for Student Workstations – Levels 101-112

Children in any classroom demonstrate a range of skills. The difficulty level of the following activities may be increased or decreased to challenge but not overwhelm children. All Paired or Individual Activities should be reviewed so children feel successful and competent.

Additional Materials Needed: Jigsaw puzzles, board games, elementary lined paper.

Paired Activities:

Board Games

Games

- Play **Go Fish** using 10 pairs of *Number Cards*.
- Play **Go Fish** using 10 pairs of **lower case** *Letter Cards*. Match by **sound**.
- Play **Go Fish** using 10 pairs of **upper and lower case** *Letter Cards*. Match by letter name.
- Play **Memory** using 10 pairs of **lower case** *Letter Cards*.
- Play **Memory** using 10 pairs of *Number Cards*.

Count

- Count in unison or by taking turns, **1-60**.
- Count by tens; by fives.
- Take turns with alternate counting by ones; by tens; by fives.
- Count reverse in unison or by taking turns, **10-1, 20-1**.

Paired or Individual Activities:

Match Letters

- Extend the **upper case** *Alphabet Strip* and place corresponding **lower case** *Plastic Letters* below letters on the *Alphabet Strip*.

Arrange

- Organize, name and sequence **lower case** letters using *Plastic Letters* or *Game Cards*.
- Organize, name and sequence numbers using *Plastic Numbers* or *Game Cards*.

Trace

- **Lower case** letters **a-z** on the *Letter Tactile Cards*.
- Numbers **1-9** on the *Number Tactile Cards*.

Patterns

- Create a pattern line using *Shape Cutouts*. Take turns reading the pattern line.

Draw and Tell

- Have the Learner illustrate a story or poem that was read aloud in the Whole Group session or illustrate an original story. Then recite the poem or tell the story to a partner or monitor.

Jigsaw Puzzles

Individual Activities:

Print **Alphabet** in **lower case** letters on elementary lined paper, then in **upper case** letters.

Print the letters that are vowels.

Write **Numbers 1-30** on elementary lined paper or a grid.

Connect-the-dots

Mastery Check – Level 112

Mastery Checks for progress will occur **after** every tenth level. The Mastery Check list will help determine whether to:

- move ahead
- continue to practice at this level
- return to a previous level
- restructure groups
- make other instructional decisions

Administer the Mastery Check to the instructional group. If one student misses an activity, put a mark under Needs Instruction. The second column below shows a level where this activity may be found. This form may be completed for each child or for each group.

Mastery Check after Level 112	Find activity at Level	Possesses Skill	Needs Instruction
Read the sounds of 17 consonants	112		
Spell the sounds of 17 consonants	112		

If children have successfully completed Level 112, the Mastery Check after Level 100, and can read and spell 17 consonant sounds, they are ready to begin Sunday System 1, a program for the emergent reader. While all of the vowels and consonants have been taught, they will be taught again and practiced as children begin to read and write words.